



BURKE HIGH

244 President Street
Charleston, SC 29403

Grades	7-12 High School	
Enrollment	605 Students	
Principal	Maurice Cannon	843-579-4815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Average
2010	At-Risk	At-Risk
2009	Below Average	At-Risk
2008	Below Average	Excellent
2007	At-Risk	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
1	2	7	7	10

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	51.1%	47.4%	54.1%	58.2%	58.0%	55.8%
Passed 1 subtest (%)	25.5%	17.5%	29.6%	20.5%	19.4%	23.1%
Passed no subtests (%)	23.4%	35.1%	16.3%	24.1%	26.7%	23.6%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	76.4%	76.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	156	160	114	100
Number of Graduates in Cohort	75	89	72	63
Rate	48.1%	55.6%	57.2%	58.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	156	N/A	110
Number of Graduates in Cohort	N/A	81	N/A	70
Rate	N/A	51.9%	N/A	58.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	64.3%	52.2%
English 1	66.7%	45.9%
Biology 1/Applied Biology 2	41.2%	38.2%
Physical Science	33.7%	34.7%
US History and the Constitution	25.3%	22.9%
All Tests	41.9%	37.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=605)				
Retention rate	5.2%	Down from 10.6%	3.8%	3.4%
Attendance rate	90.3%	Down from 90.8%	94.4%	95.0%
Served by gifted and talented program	3.5%	Down from 4.8%	3.4%	12.4%
With disabilities other than speech	13.0%	Down from 15.1%	12.9%	9.9%
Older than usual for grade	14.4%	Down from 22.1%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.8%	Down from 5.9%	1.8%	0.9%
Enrolled in AP/IB programs	34.5%	Up from 30.9%	2.5%	13.0%
Successful on AP/IB exams	N/A	N/A	13.3%	51.7%
Eligible for LIFE Scholarship	23.6%	Up from 9.1%	24.1%	30.1%
Annual dropout rate	7.8%	Down from 9.3%	2.1%	2.5%
Career/technology students in co-curricular organizations	1.5%	Up from 0.0%	3.3%	2.9%
Enrollment in career/technology courses	268	Down from 303	154	419
Students participating in work-based experiences	0.0%	Down from 13.7%	0.0%	7.2%
Career/technology students attaining technical skills	73.9%	Up from 69.8%	83.1%	83.0%
Career/technology completers placed	98.7%	Down from 100.0%	96.6%	98.4%
Teachers (n=79)				
Teachers with advanced degrees	51.9%	Up from 47.7%	60.0%	61.1%
Continuing contract teachers	51.9%	Down from 58.5%	66.0%	80.6%
Teachers returning from previous year	72.3%	Up from 71.5%	76.4%	86.5%
Teacher attendance rate	96.9%	Up from 96.4%	95.3%	95.5%
Average teacher salary*	\$42,609	Down 4.6%	\$43,525	\$46,884
Professional development days/teacher	7.2 days	Up from 6.8 days	9.9 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 11.1 to 1	19.7 to 1	26.5 to 1
Prime instructional time	86.8%	Up from 86.7%	88.9%	89.3%
Dollars spent per pupil**	\$12,324	Up 14.3%	\$10,659	\$7,804
Percent of expenditures for teacher salaries**	53.3%	Up from 45.5%	56.2%	58.0%
Percent of expenditures for instruction**	55.9%	Up from 50.4%	59.1%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 49.0%	98.3%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	110	76.4%	382	41.9%	156	48.1%	No
Gender							
Male	44	70.5%	182	32.4%	77	37.7%	N/A
Female	66	80.3%	198	50.0%	79	58.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	109	76.1%	375	41.1%	156	48.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	13	23.1%	27	3.7%	17	17.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	95	74.7%	329	41.9%	123	47.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Burke High School has continued in its efforts to close the achievement gap during the 2010-2011 school year. This school term there were a few snares along the way, but the teachers, students and administration were able to maintain and sustain the momentum of academic achievement and success.

The instructional environment of the school has shifted from teaching in isolation to teaching as a Professional Learning Community. The teachers view the learning communities as a method to plan and strategize for excellence in the classroom.

The academic environment of the school has developed into an advanced placement community of learners. This year EOC scores have continued to improve in math and English. We are working to improve the EOC scores in social studies and science.

The middle school's literacy push is moving the students in the direction of closing the literacy achievement gap. The utilization of MAP scores in teaching strategies has changed the learning environment into a productive learning community.

As the middle and high school continue to make academic strides, our community relationships continue to grow. Burke continues to enjoy strong partnerships with the Burke High School Community Foundation, the Medical University of South Carolina, the College of Charleston and the Capital Restaurant Group LLC.

Charles E. Benton, Principal
Genita Hanna, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	57	30
Percent satisfied with learning environment	52.2%	64.9%	86.2%
Percent satisfied with social and physical environment	65.2%	81.8%	82.8%
Percent satisfied with school-home relations	8.7%	80.4%	93.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	102	94.1	18.3	37.6	28.0	16.1	52.7	71.8	68.0	No	Yes
Male	49	95.9	22.2	48.9	17.8	11.1	37.8	67.8	63.1	N/A	N/A
Female	51	96.1	14.6	27.1	37.5	20.8	66.7	75.6	73.1	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	90.7	79.4	I/S	I/S
African American	100	95.0	18.3	37.6	28.0	16.1	52.7	51.9	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89.7	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	66.3	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	13	92.3	60.0	40.0	N/A	N/A	N/A	27.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	53.4	45.1	I/S	I/S
Subsidized meals	84	97.6	18.8	37.5	27.5	16.3	53.8	53.1	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	102	95.1	41.1	37.9	16.8	4.2	31.6	64.8	62.3	No	Yes
Male	49	100.0	42.6	42.6	12.8	2.1	27.7	64.7	61.4	N/A	N/A
Female	51	94.1	39.6	33.3	20.8	6.3	35.4	64.9	63.2	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	85.9	75.3	I/S	I/S
African American	100	96.0	41.1	37.9	16.8	4.2	31.6	42.1	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	64.3	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	13	100.0	72.7	27.3	N/A	N/A	9.1	26.9	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	55.2	47.1	I/S	I/S
Subsidized meals	84	98.8	41.5	39.0	15.9	3.7	29.3	43.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	102	93.1	77.9	14.7	5.3	2.1	7.4	N/A	N/A	N/A	N/A
Male	49	91.8	82.2	13.3	2.2	2.2	4.4	N/A	N/A	N/A	N/A
Female	51	96.1	75.5	16.3	6.1	2.0	8.2	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	100	94.0	77.7	14.9	5.3	2.1	7.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	13	69.2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	84	95.2	80.0	12.5	5.0	2.5	7.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	115	97.4	39.4	38.5	14.7	7.3	31.2	69.8	65.9
	2011	102	94.1	18.3	37.6	28.0	16.1	52.7	71.8	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	115	97.4	46.8	40.4	10.1	2.8	20.2	64.2	62.3
	2011	102	95.1	41.1	37.9	16.8	4.2	31.6	64.8	62.3

* Adjusted to account for natural variation in performance.